



**ENMU-ROSWELL
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Fieldwork Manual

Level I-A, Level I-B, Level II-A, and Level II-B

Student and Fieldwork Educator Guide

Aligned with the 2023 ACOTE Standards and ENMU-Roswell OTA curriculum design

Program note

This manual is written in plain language for students, fieldwork educators, academic personnel, administrators, and accreditation reviewers. Site-specific requirements are maintained separately through current agreements, fieldwork site profiles, onboarding documentation, supervisor attestations, and AFWC communication.

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1. Mission, Philosophy, and Purpose

Mission

Eastern New Mexico University-Roswell: To enrich lives through learning.

OTA Program Philosophy

The ENMU-Roswell Occupational Therapy Assistant Program prepares students to become ethical, competent, occupation-centered, client-centered, and collaborative entry-level occupational therapy assistants. The program recognizes that occupational performance is shaped by physical, psychosocial, sensory, cultural, economic, temporal, spiritual, social, and environmental factors.

The curriculum uses sequenced academic, laboratory, simulation, reflection, and fieldwork learning experiences to help students progress from foundational knowledge toward application, analysis, synthesis, and clinical reasoning. Fieldwork provides the in vivo learning environment where students integrate academic learning with professional behavior, safety, communication, documentation, and occupation-based practice.

Purpose and Use of the Manual

This manual provides a unified fieldwork guide for ENMU-Roswell OTA students, fieldwork educators, academic program personnel, and accreditation reviewers. It clarifies the structure of Level I-A, Level I-B, Level II-A, and Level II-B; identifies expectations for supervision and communication; documents required forms and tools; and supports consistency across fieldwork experiences.

This manual does not publish a static list of fieldwork sites. Site capacity, onboarding requirements, supervision availability, student schedules, and written agreement status change over time. Site-specific information is maintained through current written agreements, fieldwork site profiles or data forms, onboarding packets, supervisor attestations, and AFWC communication.

2. Curriculum and Fieldwork Structure

Fieldwork is intentionally sequenced to match the ENMU-Roswell OTA curriculum design. Level I experiences are introductory and integrated with coursework. Level II experiences provide in-depth, practice-based learning that supports progression toward entry-level generalist OTA competence.

Experience	Course	Length/Attendance Expectation	Primary Purpose	Typical Evaluation
Level I-A	OTAP 1252	One week; approximately 32-40 hours	Introductory site-based fieldwork linked to early coursework, observation, professionalism, safety, and beginning clinical communication.	Level I competency evaluation, site evaluation, assignments, and report of hours.
Level I-B	OTAP 2332	One week; approximately 32-40 hours	Second introductory site-based fieldwork with increased integration of documentation, observation, reasoning, and professional behaviors.	Level I competency evaluation, site evaluation, assignments, and report of hours.
Level II-A	OTAP 2372L	Eight weeks; follows the site/FWE full-time schedule, typically 35-40 hours per week	In-depth fieldwork with direct-to-less-direct supervision, progressive responsibility, and occupation-based service delivery.	Formal midterm and final Level II performance evaluation, weekly review, assignments, and report of hours.
Level II-B	OTAP 2374L	Eight weeks; follows the	Second in-depth Level II experience in a different	Formal midterm and final Level II



Experience	Course	Length/Attendance Expectation	Primary Purpose	Typical Evaluation
		site/FWE full-time schedule, typically 35-40 hours per week	practice area, population, or setting context supporting generalist development.	performance evaluation, weekly review, assignments, and report of hours.

Program clarification

ENMU-Roswell OTA Level II fieldwork is structured as two 8-week rotations for a minimum total of 16 weeks of full-time Level II fieldwork or an approved equivalent. Hours are tracked for course documentation, site accountability, and attendance verification.

Curricular Threads

- Collaboration and community engagement
- Critical reasoning and evidence-based practice
- Client-centered and occupation-centered practice
- Ethics and professionalism

3. ACOTE 2023 Fieldwork Alignment

The 2023 ACOTE Standards identify fieldwork as a crucial component of professional preparation. The AFWC is responsible for coordinating and documenting the program’s compliance with fieldwork requirements. The table below summarizes how this manual operationalizes the primary ACOTE Section C expectations for an associate-degree OTA program. Programs should always verify the current ACOTE Standards, Interpretive Guide, policies, and C Standards FAQ before publication.

ACOTE Area	Program Implementation in this Manual	Primary Evidence
C.1.1 Curriculum design	Fieldwork is sequenced with didactic and lab coursework and linked to curricular threads.	Curriculum map, course syllabi, fieldwork objectives, manual sections 2, 6, 7.
C.1.2 Site information	Students receive site requirements, objectives, onboarding expectations, and performance expectations before placement.	Site profiles/data forms, onboarding checklists, pre-placement emails, Canvas/Teams fieldwork packet.
C.1.3 Fieldwork objectives	Academic and fieldwork educators document agreement on objectives before fieldwork begins, including psychosocial/behavioral health/mental health factors influencing occupation.	Site-specific objectives, supervisor attestation, objective agreement, site profile.
C.1.4-C.1.5 Agreements and site selection	The program maintains sufficient written agreements and applies criteria for selecting sites and verifying agreement status before fieldwork begins.	Clinical agreements/MOUs, agreement tracker, site selection criteria.
C.1.6 Psychosocial focus	At least one Level I or Level II experience addresses mental health, behavioral health, or psychosocial factors supporting occupational engagement.	Curriculum map, fieldwork placement record, objectives, assignments.
C.1.7 Supervision ratio	The ratio of fieldwork educators to students must protect consumers, support role modeling, and allow frequent assessment of progress.	Site profile, supervision model, communication log, weekly reviews.
C.1.8 Supervision effectiveness	The program evaluates supervision and supports educator development through tools such as SEFWE, FEAT, SAFECOM, and educator resources.	SEFWE, FEAT, SAFECOM resources, educator development communication.
C.1.9 Student progress communication	The AFWC documents communication with students and fieldwork educators throughout fieldwork and intervenes when concerns arise.	Communication log, weekly reviews, midterm check-in, success plan, email records.



ACOTE Area	Program Implementation in this Manual	Primary Evidence
C.1.10-C.1.11 Level I	Level I educators are informed of curriculum design, expectations, and evaluation methods; Level I is not substituted for Level II.	Level I packet, educator confirmation, Level I evaluation, hours report.
C.1.12 Level II length	OTA students complete a minimum of 16 weeks full-time Level II fieldwork or approved equivalent, in a minimum of one setting if reflective of more than one practice area or a maximum of three settings.	Course schedule, placement record, hours report, completion checklist.
C.1.13 Level II educator qualifications	Level II students are supervised by qualified licensed/regulatory OT practitioners with at least one year full-time or equivalent practice experience and adequate preparation.	Supervisor attestation, license verification, educator preparation documentation.
C.1.14 Level II supervision	Supervision begins direct and decreases to less direct based on setting, client complexity, student competence, safety, and progression toward entry-level competence.	Weekly reviews, supervision log, midterm/final evaluation, success plan if needed.
C.1.15 Level II evaluation	Formal midterm and final performance evaluations document student performance and entry-level readiness.	Level II performance evaluation, signatures, score summary, narrative.
C.1.16 No OT services exist	The program does not routinely assign students to Level II settings without established OT services. Any exception requires a written ACOTE-compliant supervision plan approved before placement.	Special supervision plan, direct supervision log, on-site designee documentation.

4. Roles and Responsibilities

Academic Fieldwork Coordinator and Program Responsibilities

- Maintain current fieldwork agreements, site records, site profiles, onboarding requirements, and placement documentation.
- Ensure fieldwork experiences align with curriculum design, course expectations, fieldwork objectives, and current ACOTE standards.
- Provide students and fieldwork educators with current objectives, timelines, evaluation tools, supervision guidance, onboarding expectations, and program contact information before fieldwork begins.
- Verify Level II fieldwork educator qualifications and readiness using licensure/regulatory review, supervisor attestation, educator preparation records, and direct AFWC communication.
- Monitor student progress during fieldwork and intervene promptly when concerns arise related to safety, ethics, professionalism, performance, supervision quality, attendance, or documentation.
- Maintain documentation for fieldwork quality assurance, annual review, program evaluation, and ACOTE self-study evidence.

Fieldwork Educator Responsibilities

- Review the student’s fieldwork level, course timing, learning objectives, and site-specific expectations before the student arrives.
- Provide site orientation, including schedule, workflow, documentation, safety procedures, confidentiality, communication pathways, emergency processes, and expectations for professional behavior.
- Provide supervision appropriate to the student’s level, the setting, client complexity, and applicable state, federal, payer, and facility requirements.
- Model safe, ethical, occupation-centered, client-centered, culturally responsive, evidence-informed practice.
- Provide early, consistent, specific, strengths-based, and constructive feedback; document concerns and communicate with the AFWC promptly.



- Complete required evaluation documents at the designated times and review performance expectations with the student.

Student Responsibilities

- Complete all required pre-placement documentation by program and site deadlines.
- Report on time, follow the approved schedule, dress professionally, and maintain professional communication and conduct.
- Protect confidential information and comply with HIPAA, FERPA, site policy, ENMU-Roswell policy, and technology expectations.
- Participate actively in supervision, reflection, weekly review, assignments, and evaluation processes.
- Use feedback constructively, ask clarifying questions early, and seek support when uncertain or struggling.
- Follow both ENMU-Roswell and site policy for attendance, safety, incident reporting, documentation, technology use, and professional behavior.

5. General Expectations for All Fieldwork Experiences

Professional Appearance and Dress

Students must follow the site's dress code and any additional ENMU-Roswell OTA expectations. When site policy is more restrictive than program guidance, site policy governs. Students should wear program-approved professional attire or scrubs when approved by the site, maintain clean closed-toe and closed-heel footwear, avoid artificial nails, maintain safe hair and jewelry practices, cover tattoos when required, and avoid fragrance or lingering odors that may affect clients or staff.

Attendance and Punctuality

Students are expected to attend the full approved schedule for each placement. Fieldwork schedules may include early hours, late hours, weekends, holidays, or alternate schedules based on the fieldwork educator's schedule and site operations. All absence, tardiness, or schedule-change requests must follow both site procedure and ENMU-Roswell procedure. Missed time may require make-up to satisfy course and fieldwork expectations.

If a student is ill, delayed, or unable to attend, the student must notify both the fieldwork educator and AFWC as soon as possible and follow the site's notification process. ENMU-Roswell campus closure or delay does not automatically cancel fieldwork; the student must follow site policy and use professional judgment regarding safe travel.

Confidentiality, HIPAA, FERPA, and Technology

Students must protect confidential information in verbal, written, electronic, photographic, and social media formats. Protected information may not be stored on personal devices, shared outside approved educational or clinical processes, or discussed in public or unauthorized spaces. Cell phone, smartwatch, recording, photography, and electronic device use must follow site policy and ENMU-Roswell OTA program expectations. If a device is needed for a site-approved educational or clinical purpose, the student must obtain approval from the fieldwork educator and follow privacy safeguards.

Safety and Incident Reporting

Students must follow site policies for infection control, emergency response, safe handling, transfers, equipment use, client supervision, environmental safety, documentation, and incident reporting. Any exposure, injury, safety event, medication-related concern, confidentiality concern, client change in status, or other incident must be reported immediately through site procedures and then to the AFWC.

Professional Conduct

Students are expected to demonstrate respect, accountability, ethical judgment, initiative, cultural humility, appropriate boundaries, responsiveness to supervision, professional oral and written communication, and readiness to learn. Students must handle personal and professional concerns in a manner that does not interfere with client care, safety, team function, or fieldwork responsibilities.



Liability, Financial Responsibility, Disclosure, and Non-Discrimination

- **Liability:** Students are covered by liability insurance provided by Eastern New Mexico University-Roswell while participating in approved fieldwork activities.
- **Financial responsibility:** Students are responsible for transportation, housing, meals, immunization or onboarding costs, and other placement-related personal expenses unless a site specifically provides support. The program does not guarantee local placement.
- **Disclosure of information:** Program personnel cannot discuss a student's past academic or fieldwork performance with fieldwork educators without a written release of information from the student, except as allowed or required by law, institutional policy, or safety requirements.
- **Non-discrimination:** Fieldwork placement processes and fieldwork experiences must be implemented consistent with applicable institutional non-discrimination policies and legal requirements.

6. Level I-A and Level I-B Fieldwork

Level I fieldwork introduces students to the fieldwork process, application of classroom learning, clinical environments, professional behavior, client needs, and the occupational therapy process. Level I is not intended to establish independent practice and may not be substituted for any part of Level II fieldwork.

Level I Learning Outcomes

- Demonstrate positive work behaviors, punctuality, preparation, initiative, and readiness to learn.
- Demonstrate respectful, clear, and professional communication with supervisors, clients, staff, and peers.
- Identify OT and OTA roles, the basic tenets of occupational therapy, and the value of occupation in service delivery.
- Observe and accurately report treatment, evaluation, documentation, safety, environmental, contextual, and psychosocial factors relevant to the setting.
- Demonstrate beginning critical thinking and safe clinical practices under supervision.
- Respect cultural, contextual, socioeconomic, mental health, behavioral health, and psychosocial factors affecting occupational performance.
- Participate in supervision and reflection to identify strengths, growth areas, and next steps.

Level I Supervision and Evaluation

Level I may be supervised by qualified personnel permitted under current ACOTE requirements and aligned with the educational purpose of the experience. Before the student begins, the program provides level-specific expectations, objectives, required forms, and AFWC/program contact information. The site provides orientation, observation, guided participation when appropriate, feedback, and completion of required evaluation documentation.

Level I evaluation is an ongoing process and includes site feedback, faculty review, completion of required hours, professional behavior expectations, student assignments, and formal program evaluation forms. The current course syllabus and evaluation tool determine specific progression requirements.

7. Level II-A and Level II-B Fieldwork

Level II fieldwork is the in-depth clinical phase of the ENMU-Roswell OTA curriculum. The goal is to develop competent, entry-level, generalist occupational therapy assistants who can participate effectively in safe, ethical, client-centered, occupation-based service delivery while practicing collaboratively under appropriate supervision.

Level II Program Structure

ENMU-Roswell OTA Level II fieldwork is typically completed as two 8-week placements: Level II-A and Level II-B. Each rotation follows the fieldwork educator's or site's full-time schedule, typically 35-40 hours per week. Placements should expose the student to more than one practice area, population, or context when possible and must remain within current ACOTE limits for number of settings.

The annual Level II fieldwork dates should be maintained in a separate Fieldwork Calendar Addendum or Canvas/Teams fieldwork calendar rather than embedded as permanent manual text. This prevents the manual from becoming outdated and supports annual review.



Prerequisites and Sequencing

Students must successfully complete required academic coursework, Level I experiences, onboarding requirements, and readiness expectations before beginning Level II, except for any specifically designated concurrent seminar or documentation requirement identified in the current degree plan, course syllabus, or schedule. Students must remain in good academic standing and demonstrate readiness for the professional demands of Level II.

Level II Learning Outcomes

- Maintain ethical, safe, confidential, regulatory-compliant practice behaviors.
- Demonstrate understanding of occupational therapy philosophy, OTA/OT role delineation, and evidence-informed decision making.
- Gather data, administer selected assessment tools as appropriate to the OTA role, and collaborate with the occupational therapist to support client-centered, occupation-based goals.
- Design, implement, grade, adapt, and modify occupation-based interventions in collaboration with the occupational therapy practitioner and in response to client performance.
- Demonstrate professional written and verbal communication with clients, families/caregivers, fieldwork educators, OT practitioners, interprofessional team members, and stakeholders.
- Demonstrate time management, organization, initiative, cultural humility, responsiveness to feedback, and professional accountability.
- Consider psychosocial, cultural, socioeconomic, environmental, mental health, and behavioral health factors that influence occupational engagement.
- Prepare, gather, clean, and return treatment materials and maintain the clinical environment consistent with site policy.

Progression of Supervision

Level II supervision must begin as direct supervision and then may progress to less direct supervision based on the setting, severity and complexity of client needs, student competence and confidence, safety, documentation quality, judgment, consistency, site requirements, and demonstrated progression toward entry-level competence. Reduced directness must never be based on convenience alone.

Stage	Typical Student Presentation	Supervision Emphasis
Orientation/early rotation	Learning site routines, safety, documentation, client population, role expectations, and communication pathways.	Direct observation, modeling, orientation, daily check-ins, clear expectations, and early feedback.
Developing performance	Beginning to carry out selected tasks, documentation, treatment components, and clinical reasoning with frequent cueing.	Guided practice, questioning, feedback, co-treatment, documentation review, and structured reflection.
Midterm progression	Increasing consistency, organization, and responsibility with identified strengths and growth areas.	Formal midterm evaluation, weekly goals, success plan if needed, and adjusted supervision level.
Final/entry-level readiness	Safe, ethical, consistent, and effective performance for the setting with routine supervision or consultation.	Confirmation of entry-level competence, final evaluation, transition planning, and continuing growth recommendations.

When No OT Services Exist at a Site

ENMU-Roswell OTA Program does not routinely assign students to Level II settings where no established occupational therapy services are available. If an exception is ever considered, the AFWC and program must approve a written supervision plan before the placement begins. The plan must meet current ACOTE requirements for settings without OT services, including an occupational therapy service plan, supervision by a currently licensed or otherwise regulated occupational therapy practitioner meeting the required experience standard, a minimum of 8 hours of direct supervision each week, occupational therapy supervisor availability during all working hours, and an assigned on-site supervisor designee while the OT supervisor is off site. ENMU-Roswell OTA students are not assigned to out-of-country Level II placements under current program policy.



Caseload and Productivity Expectations

ACOTE does not prescribe a universal student caseload percentage. ENMU-Roswell expects caseload and productivity progression to be realistic, safe, educationally appropriate, and aligned with student competence, client complexity, site routines, the OT process, and the fieldwork educator's judgment. Consumer safety and sound supervision remain primary.

8. Site Development, Agreements, and Documentation

The AFWC develops and maintains fieldwork sites through collaborative relationships, current written agreements, site information review, and structured documentation. Students may not initiate placement agreements or independently arrange placements on behalf of ENMU-Roswell. If a potential site is identified, the AFWC determines whether it is appropriate to pursue and whether the site can meet program, legal, regulatory, educational, and ACOTE expectations.

Criteria for Fieldwork Site Selection

- The site can provide quality learning opportunities appropriate to the student's level, course timing, and educational objectives.
- The site has client populations, services, staff, schedule, and learning experiences consistent with the scope and sequence of the curriculum.
- The site can provide proper supervision, consumer protection, role modeling, and frequent assessment of student progress.
- The academic program and site can clearly document responsibilities, objectives, onboarding expectations, supervision model, and evaluation requirements.
- The site agreement is current and fully executed before the start and throughout the duration of the fieldwork experience.
- For Level II, the fieldwork educator meets licensure/regulatory, preparation, and experience requirements before the placement begins.

Required Documentation Maintained by the Program

- Current written agreement or memorandum of understanding for each external entity.
- Fieldwork Site Profile or Fieldwork Data Form documenting demographics, onboarding requirements, supervision model, learning opportunities, and site-specific objectives.
- Level II Supervisor Attestation verifying licensure/regulatory status, one-year experience minimum, educator preparation, and receipt of ENMU-Roswell objectives.
- Onboarding checklist information, such as immunizations, TB screening, CPR/BLS, background check, drug screen, HIPAA/OSHA training, and other site-specific requirements when applicable.
- Communication log or placement record documenting site contact, placement dates, student assignment status, and concerns or follow-up actions.
- Student evaluation forms, site evaluations, hours reports, and final completion records.

9. Communication, Problem Solving, and Student Support

Fieldwork succeeds when communication is early, direct, respectful, and documented. The AFWC remains available to students and fieldwork educators before and throughout the experience. Sites are encouraged to contact the AFWC early rather than waiting until a problem escalates.

Routine Communication

Routine communication may include pre-placement email or phone contact, orientation support, weekly review forms, midterm check-ins, student reflection, and end-of-rotation evaluation follow-up. Students are expected to communicate professionally and promptly with both the fieldwork educator and the program.

When Concerns Arise

When a concern arises related to safety, professionalism, attendance, communication, documentation, reasoning, client care, or supervision, the educator should identify the concern with the student as soon as feasible and notify the AFWC. The response may include increased feedback, a documented success



plan or learning contract, additional meetings, clarified expectations, adjusted assignments, or other supports based on the specific concern.

Student Well-Being and Accommodations

The program facilitates access to institutional student support services and works with students and institutional offices on approved accommodations. Students are still expected to meet essential fieldwork requirements and communicate proactively when they need support. The AFWC collaborates with the student, site, and institutional support offices as appropriate while respecting confidentiality and the limits of what may be disclosed.

10. Evaluation, Grading, Completion, and Removal

Level I Evaluation

Level I evaluation is ongoing and includes fieldwork educator feedback, faculty review, required hours, professional behavior expectations, course assignments, and formal Level I evaluation documents. Students must successfully meet course and evaluation requirements to progress.

Level II Evaluation

Level II evaluation includes ongoing supervisory feedback, weekly review, formal midterm and final performance evaluation, documentation of supervision progression, report of hours, and any required written or seminar assignments. Midterm review identifies strengths, priority growth areas, supervision strategies, and supports needed before final. Final evaluation documents whether the student demonstrated safe, ethical, entry-level competence for the setting.

The Level II performance evaluation tool and course syllabus determine the current passing criteria. The manual should remain aligned with the current evaluation tool. If the current ENMU-Roswell Level II evaluation uses a competency scale, the manual should not refer to an outdated numeric score of 75 as the only passing standard. Fieldwork performance must meet the final evaluation criteria, and all required assignments and hours documentation must be completed.

Completion Time Frame

Current ENMU-Roswell OTA program policy requires students to complete all Level II fieldwork within 20 months following completion of the didactic portion of the program. This time frame must be stated consistently in the student handbook, catalog, website, fieldwork manual, and course syllabi.

Failure, Withdrawal, or Removal

If collaborative problem solving does not resolve serious concerns, or if a student is unable to perform safely, ethically, professionally, or competently, it may be necessary to withdraw the student, terminate the placement, or assign a failing grade according to program and institutional policy. Documentation should clearly identify the concern, evidence, support attempted, timeline for improvement, AFWC communication, student response, and final decision.

Situations that may require removal, withdrawal, or failure include but are not limited to:

- Failure to follow ENMU-Roswell OTA fieldwork responsibilities, professional behavior expectations, or site policy.
- Failure to comply with HIPAA, FERPA, confidentiality, privacy, safety, infection control, or facility requirements.
- Unsafe client care, unsafe equipment use, or failure to follow safety guidelines.
- Failure to progress toward site-specific objectives or entry-level competence despite documented feedback and support.
- Failure to complete required assignments, documentation, or site expectations.
- Unprofessional conduct, unethical behavior, repeated tardiness/absence, abandonment of responsibilities, or behavior that disrupts client care or team function.

A student who fails, withdraws from, or is removed from Level II fieldwork may repeat only one Level II fieldwork experience under current program policy. A student who fails two Level II fieldwork experiences cannot continue in the OTA program, consistent with program and institutional policy.



11. Quality Assurance and Annual Review

The fieldwork manual is one element of fieldwork quality assurance. To support ACOTE self-study evidence and continuous program improvement, ENMU-Roswell OTA should maintain an annual review cycle that compares manual language, website statements, catalog language, student handbook language, course syllabi, fieldwork forms, and actual placement practices for consistency.

- Review the manual annually against current ACOTE Standards, Interpretive Guide, policies, C Standards FAQ, fieldwork site feedback, student feedback, and student outcomes.
- Verify that course numbers, course titles, fieldwork duration language, completion policies, and evaluation criteria match current approved curriculum and syllabi.
- Review supervisor qualification records, educator preparation resources, site profile data, onboarding requirements, and supervision models for currency.
- Confirm all public statements regarding fieldwork structure, Level II duration, completion time frame, student support, and program outcomes match current approved program language.
- Maintain an evidence folder for written agreements, site profiles, supervisor attestations, site objectives, communication logs, student evaluations, SEFWE data, FEAT/SAFECOM resources, and annual fieldwork review notes.

Appendix A. Course and Curricular Thread Alignment

Experience	Course	Placement Model	Primary Curricular Emphasis
Level I-A	OTAP 1252	One week, approximately 32-40 hours at a site.	Beginning work behaviors, observation, communication, safety, documentation foundations, and professional identity.
Level I-B	OTAP 2332	One week, approximately 32-40 hours at a site.	Expanded observation, reasoning, communication, professionalism, psychosocial/contextual awareness, and practice exposure.
Level II-A	OTAP 2372L	Eight weeks, full-time schedule as defined by site/program.	Entry-level skills development, occupation-based intervention, assessment support, documentation, collaboration, safety, and ethics.
Level II-B	OTAP 2374L	Eight weeks, full-time schedule as defined by site/program.	Continued entry-level generalist development in a second placement context or practice area.

Appendix B. Required Companion Forms and Tools

The following forms/tools support implementation of this manual. The AFWC should maintain current fillable versions and active links in the Canvas/Teams fieldwork packet and program evidence folder.

Form or Tool	Used In	Primary Purpose
Fieldwork Site Profile / Fieldwork Data Form	All levels	Documents site demographics, onboarding requirements, supervision model, learning opportunities, and site-specific objectives.
Clinical Agreement / MOU	All external sites	Documents responsibilities of the sponsoring institution and fieldwork site.
Supervisor Attestation ,	Level II	Verifies licensure/regulatory status, one-year practice experience, educator preparation, and receipt of objectives.
Level I Competency Evaluation	Level I	Documents Level I performance, professional behavior, learning outcomes, and readiness for progression.
Student/Supervisor Weekly Review Form PDF Word	Level II	Supports weekly reflection, feedback, goal setting, supervision progression, and early concern identification.
Midterm and Final Level II Performance Evaluation	Level II	Documents formal student performance at midterm and final and entry-level readiness.
Report of Hours or Trajecsys	Level I and Level II	Verifies attendance and completion of required fieldwork time.
Student Evaluation of Fieldwork Educator/Experience (SEFWE)	Level II	Captures student feedback for supervision effectiveness and site quality improvement.
FEAT - Fieldwork Experience Assessment Tool	Level II / problem solving	Supports discussion of environmental, educator, and student factors affecting the fieldwork experience.



Form or Tool	Used In	Primary Purpose
SAFECOM, Practice Advisory Services, COE Guidelines of FW	Fieldwork educator development	Supports fieldwork educator self-assessment, professional development, and supervision quality improvement.
AOTA Code of Ethics	All levels	Supports ethical decision making, professional behavior, confidentiality, safety, and role expectations.
OTPF-4	All levels	Supports common occupational therapy terminology and occupation-centered reasoning.

Official Online Resources

- [ACOTE Standards](#)
- [ACOTE C Standards FAQ](#)
- [AOTA Fieldwork Management](#)
- [AOTA Fieldwork Educator Resources](#)
- [NBCOT](#)

Appendix C. Annual Fieldwork Calendar Addendum Template

Students will be made aware their annual Level II dates outside the main manual. Students will be updated and distributed the calendar addendum each academic year through Canvas/Teams, fieldwork educator communication, and student advising materials.

Academic Year	Level II-A Dates	Level II-B Dates	Notes / Approved Modifications
20__-20__	[Insert approved dates]	[Insert approved dates]	Dates negotiated by AFWC and site when needed.
20__-20__	[Insert approved dates]	[Insert approved dates]	Use current institutional calendar and site agreements.
20__-20__	[Insert approved dates]	[Insert approved dates]	Publish after program approval.

References

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